

1. Call to Order David Atkinson
2. Confirmation of Agenda
3. Approval of Minutes (Dec. 15, 2008)..... *posted Feb. 2/09*
4. Chair's Report
5. Senate Executive Committee (no report)
6. Senate Standing Committee on Academic Planning & Priorities (no report)
7. Senate Standing Committee on Curriculum Dana Cserepes
 - 7.1. Program revision: AA in Economics *filed, database -*
 - 7.2. Degree name change: *-*
Bachelor of Interior Design,
Bachelor of Design (Fashion and Technology),
and Bachelor of Design (Graphic Design for Marketing) *✓*
filed, database - to DAVB via McBurney
 - 7.3. Residency Requirements for BA Degrees
 - 7.4. Revision: Program Concept Form *posted to common & plaza site*
8. Senate Standing Committee on Policy Articulation..... Dana Goedbloed
 - 8.1. Policy L. 6 Appeals of Academic Decisions *Sandi K ✓*
 - 8.2. Policy B.19 General Education in Degree Programs *Sandi K*
 - 8.3. Committee Mandate *- back to extt*
9. Senate Standing Committee on Program Review Carolyn Robertson
 - 9.1. Program Review Action Plan for Bachelor of Science in Nursing
10. Senate Standing Committee on Tributes..... Joel Murray
 - 10.1. Award for Distinguished Teaching (to be distributed)
 - 10.2. George C. Wootton Award
11. Senate Standing Committee on the University Budget (no report)
12. Approval of Graduates Jody Gordon
13. Senate Governance Committee Takashi Sato
 - 13.1. Definition of Faculty/Associate Dean
 - 13.2. Revision: Election Rules
14. Senate Nominating Committee..... Mary Androsiuk
 - 14.1. Membership: Senate Executive Committee
 - 14.2. Membership: Senate Governance Committee
 - 14.3. Membership: Senate Standing Committee on Academic Planning & Priorities
15. CoEdCo Letter to Senate (Nov. 20. 2008)..... David Atkinson
16. Items for Discussion
17. Next Meeting: Feb. 23, 2009, 4:00 pm, G 2110
18. Adjournment:

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SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 3

PREPARED BY: Karen Metzger

ISSUE: Approval of minutes

ACTION: That Senate approve the minutes of the Dec. 15, 2008 meeting.

MINUTES

Present:	Mary Androsiuk	Jody Gordon
	David Atkinson	Judith McGillivray
	Dianne Crisp	Joel Murray
	Dana Cserepes, Vice Chair	Jan Penhorwood
	Betty Cunnin	Carolyn Robertson
	John Fernando	Derek Robertson
	Dana Goedbloed	Takashi Sato, Chair
	Aysha Haq	Marilynne Waithman
	Stephanie Howes	Joel Whittemore
	Sandi Klassen	
Regrets:	Farhad Dastur	Steven Lee
	Bob Davis	Rob Mumford
Secretariat:	Sandi Klassen	
	Karen Metzger, Recorder	
Guests:	Gordon Lee	
	Vivian Lee	

1. Call to Order

Takashi Sato called the meeting to order at 4:24 pm, and welcomed the incoming senators and guests in the gallery.

2. Confirmation of Agenda

The agenda was approved by consensus as amended: add item 6.3.2 Senate Standing Committee on the Library, and delete item 7.1.1.3 Senate Executive Committee.

3. Approval of Minutes (Oct. 27, 2008)

The minutes of the Oct. 27, 2008 Senate meeting were approved by consensus as amended.

Takashi Sato acknowledged the contributions of Dianne Crisp and Marilynne Waithman who are both attending their last meeting as current senators, and thanked them for their service to Kwantlen.

4. Pre-meeting presentation: Budget orientation

Gordon Lee, Vice President of Finance and Administration, and Vivian Lee, Director of Budget, Finance & Administration, made a presentation to Senate on the budget process to prepare Senate for its role in the budget process. They distributed documents with supporting information, and answered questions posed by senators.

5. Chair's Report

Takashi Sato introduced Kwantlen's Chancellor Arvinder Bubber as a member of Senate.

David Atkinson acknowledged Takashi Sato's work as Chair of Education Council for three years and Vice Chair of Senate from September through December 2008 and thanked him for his contribution to Kwantlen.

Moved by Dianne Crisp, seconded by Dana Goedbloed, to extend thanks to Takashi Sato for his service as Education Council Chair, and also Senate Chair during the transition period.

MOTION CARRIED.

6. Standing Committee Reports

6.1. Senate Governance Committee

When discussions about establishing faculty councils started in October 2008, deans were asked to take the leadership in this regard. As the University Act stipulates only that councils must be established to represent whole faculty, the deans request that Senate provide some basic parameters for faculty councils via the Governance committee.

6.1.1. Faculty Councils

Moved by David Atkinson, seconded by Joel Murray, THAT every Faculty Council report to Senate no later than February 28, 2009 on whether their Faculty Council will be a council of the whole or a representative council. If a representative council is chosen, the Faculty Council will report how that representation will be chosen.

MOTION CARRIED.

Moved by David Atkinson, seconded by Joel Murray, THAT the Faculty Councils will report to Senate by April 30, 2009 on how the Faculty Councils intend to conduct their business, delineating the committee structure, rules of conduct, and other items as necessary.

MOTION CARRIED.

6.1.2. Senate Standing Committee on the Library

Moved by Dana Cserepes, seconded by Betty Cunnin, THAT Senate approve the Mandate and Membership of the Senate Standing Committee on the Library as presented:

MOTION CARRIED.

ACTION: The Nominating Committee will proceed to staff the committee accordingly.

6.2. Senate Standing Committee on Academic Planning and Priorities

No report.

6.3. Senate Standing Committee on Curriculum (Dana Cserepes, Chair)

Dana Cserepes reported that she and a small working group are in the process of revising the program concept document to reflect current reality, and will also be revising the program development flowchart and program development manual. She has been working with Joshua Mitchell to develop a checklist for programs undergoing revisions midstream to ensure all impacts are considered.

6.3.1. Subcommittee on Course Curriculum

Takashi Sato noted that this will be the last direct report to Senate from the Subcommittee on Course Curriculum as it will fall under SSCC starting in January 2009. The committee membership will be expanding to include representation from all faculties.

The Subcommittee on Course Curriculum reviewed the following new and revised course outlines on Nov. 12, 2008:

NEW COURSES

CADM 1200	Fundamentals of Manufacturing and Fabrication	May 09
CADM 1210	Component Assembly & Details	May 09
CADM 1220	Integrated Machine Design Systems	May 09
CADM 1250	3 Dimensional (3D) Parametrics Solids	May 09
GEOG 4380	Applications in GIS	May 09
HIST 3340	The Civil War and Reconstruction	May 09
HIST 3344	Colonial America	May 09
HIST 4497	Canada and World War II	May 09
PHIL 1101	Philosophy, Culture, and Identity	May 09
SOCI 2311	Social Justice in the Global and Local Contexts	May 09

REVISED COURSES

ARTH 2122	Art in Flux: The Modern Period	Jan. 09
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Senate, Minutes of Meeting

Dec. 15, 2008

Page 3

ARTH 2126	Canadian Art	Jan. 09
ARTH 2222	Art: 1945 to the Present	Jan. 09
ARTH 3121	Italian Renaissance and Mannerist Art	Jan. 09
FINA 1237	Issues in Photography	Jan. 09
FINA 3100	Open Studio And Seminar I	Jan. 09
FINA 3110	Introduction to Curatorial Studies	Jan. 09
FINA 3201	Artistic Practice in The Community	Jan 09
FINA 3202	Special Topics in Studio Arts	Jan. 09
ACCT 4120	Financial Statements Presentation and Analysis	Jan 09
ACCT 4650	Not-for Profit Financial Management	Sep 08
BUSI 1209	Business Management in Horticulture	May 09
BUSI 2390	Business Law	Jan 09
ECON 2210	Money and Banking	May 09
INFO 3110	Professional Communications in Information Technology	Jan 09
PHIL 2210	Epistemology	May 09
PHIL 2215	Metaphysics	May 09
PHIL 3040	Philosophy of Art	May 09
PHIL 3100	Great Philosophers of the 20th Century	May 09
PHIL 3101	20th Century Analytic Philosophy	May 09
PHIL 3109	Foundations in Ethics	May 09
PHIL 3110	The Possibility of Knowledge	May 09
PHIL 3118	Ethics and Public Policy	May 09
PHIL 3119	Contemporary Moral Theory	May 09
PHIL 3120	Free Will and Determination	May 09
PHIL 3220	Empiricism	May 09
PHIL 3225	Rationalism	May 09
PHIL 3320	Personal Identity	May 09
PHIL 3430	Philosophy of Mind: Consciousness	May 09
PHIL 4040	Topics in the Philosophy of Art	May 09
PHIL 4110	Topics in Ethics	May 09
PHIL 4117	Topics in Social & Political Philosophy	May 09
PHIL 4120	Topics in the Philosophy of Religion	May 09
PHIL 4210	Topics in Epistemology	May 09
PHIL 4215	Topics in Metaphysics	May 09
PHIL 4430	Topics in the Philosophy of Mind	May 09
PSYC 3920	Aging	May 09
SOCI 3275	Sociology and Popular Culture	May 09

For information only:

REVISED

requiring only divisional curriculum committee approval

CISY 1215	Data Communications and Networking	May 09
ECON 3450	Intermediate Macroeconomics	Jan 09
MATH 1140	Calculus I (Business Applications)	May 09
MATH 1152	Matrix Algebra for Engineers	May 09
MATH 1240	Calculus II (Business Applications)	May 09
MRKT 1199	Introduction to Marketing	Jan 09
MRKT 2333	Marketing Management I	Jan 09
MRKT 2360	Selling and Sales Management	Sep 08
MRKT 2444	Marketing Management 2	Jan 09

DISCONTINUED:

ABEM 0009	Basic Mathematics	May 09
ABTY 1203	Legal Office Procedures – Conveyancing	Oct 08

CMNS 1241	Professional Communications I	Jan 09
CMNS 1242	Professional Communications II	Jan 09
FINA 1147	Issues in Contemporary Art I	Jan 09
IDSN 4761	Work Experience IV	Sep 08
PSYC 2451	Introduction to Forensic Psychology	Jan 09
PSYC 3334	Intermediate Research Methods and Statistics	Jan 09
SETA 1112	Interpersonal Communication Skills – Level 2	Oct 08

6.3.2. Program revision: Marketing Management Certificate

Dana Cserepes presented the requested *Marketing Management Certificate* program revision, which involves changing *MRKT 2444 Marketing Management II* from a required course to an option among a group of six (6) courses. The change creates a smoother program structure for students.

Moved by Joel Murray, seconded by Jan Penhorwood, THAT Senate approve the *Marketing Management Certificate* program revision as presented.

MOTION CARRIED.

6.3.3. Degree name change: Bachelor of Applied Journalism

Dana Cserepes presented the request to change the program name *Bachelor of Applied Journalism* to *Bachelor of Journalism*. When the program was developed, it was required to include 'Applied', which is no longer the case; the proposed program name change will align the program name with similar programs at other institutions, and will be more easily accepted by the industry.

Moved by Dana Goedbloed, seconded by Mary Androsiuk, THAT Senate approve the program name change from *Bachelor of Applied Journalism* to *Bachelor of Journalism*.

MOTION CARRIED.

The program name change also requires DQAB approval, and appears to be the first request of its kind. The request will go forward to DQAB when the remaining program name changes planned for the Faculty of Design have been approved by Senate in order to submit all four as one request.

The effective date of the program name change will be upon DQAB approval; however, Jody Gordon proposed that students currently in the program who complete it subsequent to DQAB approval could be given the option of selecting the existing or the proposed program name on their transcripts.

6.4. Senate Standing Committee Policy Articulation (Dana Goedbloed, Chair)

Dana Goedbloed reported that the following policies are under active review by the committee and stakeholders: *L.3 President's Honour Roll*, *C.8 Plagiarism and Cheating*, and *C.21 Student Conduct*. The committee is also reviewing a proposed new policy on general education, and is looking at its mandate and membership to align it with the common features of Senate committees approved by Senate Oct. 6, 2008.

6.5. Senate Standing Committee on Program Review (Carolyn Robertson, Chair)

Carolyn Robertson reported that the external site visit for the Bachelor of Design (Fashion and Technology) took place on Dec. 4, 2008, and that the whole review process for that program area can serve as a model for others. She said the internal team did an outstanding job of collaboration. The external review team's report will come forward to Senate within the next few months.

The external site visit for the Philosophy program review is being planned for mid-February 2009.

Upcoming issues include handling of information from reviews in compliance with the Research Ethics guidelines, and reviewing allocation of resources program review facilitators.

6.6. Senate Standing Committee on Tributes

Joel Murray reported on the activities of the committee as per the distributed report.

6.6.1. Distinguished Teaching Award

Joel Murray presented the proposed Distinguished Teaching Award.

Moved by Joel Murray, seconded by Mary Androsiuk, THAT Senate approve the criteria for the Distinguished Teaching Award.

The motion was tabled to the January 26, 2009 meeting to allow further clarification of the criteria.

7. Sub-Committee Reports

7.1. Nominating Committee

Mary Androsiuk reported that the committee has been working to find broad and fair representation for the Senate Budget Committee according to the approved common features of Senate committees.

There are ongoing discussions about how to encourage students to get involved in Senate committees.

7.1.1. Approval of committee membership

7.1.1.1. Senate Standing Committee on the University Budget (SSCUB)

Moved by Mary Androsiuk, seconded by Judith McGillivray, THAT Senate approve the proposed membership of the Senate Standing Committee on University Budget. As presented.

MOTION CARRIED.

7.1.1.2. Senate Standing Committee on Academic Planning & Priorities (SSCAPP)

Moved by Mary Androsiuk, seconded by Jan Penhorwood, THAT Senate approve a revision to the *Senate Standing Committee on Academic Planning & Priorities* to read "Eight additional members, approved by Senate, at least three of whom shall be members of Senate, selected to ensure that the composition of the Committee reflects the diversity of disciplines of the University,."

And

THAT the chairs of the *Senate Standing Committee on the University Budget* and the *Senate Standing Committee on Curriculum* become ex officio, non-voting members of the *Senate Standing Committee on Academic Planning and Priorities*.

MOTION CARRIED.

8. Approval of Graduates

Jody Gordon presented a list of 64 graduates from seven faculties to Senate for approval.

Moved by Derek Robertson, seconded by Dana Cserepes, THAT Senate approve the list of graduates as presented.

MOTION CARRIED.

9. Other:

In keeping with Senate bylaw 1.08 'The seat of any elected member who fails to attend three meetings of Senate between September 1 and August 31 may be declared vacant', the Chair declared the seat of Steven Lee vacant as he has missed four meetings since September 1, 2008.

10. Next Meeting: Jan. 26, 2009, 4:00 pm, G 2110

11. Adjournment: Moved by Dana Cserepes to adjourn the meeting at 6:30 pm.

SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 7

PREPARED BY: Dana Cserepes

Report: Senate Standing Committee on Curriculum (SSCC)

For Information

The Senate Standing Committee on Curriculum met on January 7th, 2009.

The chair reported on Senate approval of the program revision to the Marketing Management Certificate and the Degree name change for the Bachelor of Applied Design.

Takashi Sato, chair of the Subcommittee on Course Curriculum and the chair discussed how this committee and the Q committee will report to SSCC under the new structure. Takashi Sato will attend the next SSCC meeting to make a presentation outlining the evolution of the Subcommittee on Course Curriculum and how it reported to EdCo and the transitional Senate. It is likely that the Q committee, which meets only when necessary, may submit a yearly report.

Karen Metzger and the chair are working on revising the Program Development manual.

The committee reviewed and recommends approval of the following:

MOTION: 7. 1 *Program revision to the Associate of Arts in Economics.*

MOTION: 7.2 *Changes in program name from 'Bachelor of Applied Design in Fashion Design and Technology' to Bachelor of Design (Fashion and Technology)' B.Des. (Fashion and Technology), and*

'Bachelor of Applied Design in Graphic Design for Marketing' to 'Bachelor of Design (Graphic Design for Marketing)' B.Des (Graphic Design for Marketing)', and

'Bachelor of Applied Design in Interior Design' to 'Bachelor of Interior Design' B.I.D.

MOTION: 7.3 *Change to residency requirements for B.A degrees.*

MOTION: 7.4 *Revision of the program concept form.*

7.1

Kwantlen
POLYTECHNIC
UNIVERSITY
School of Business

MEMORANDUM

DATE: December 1, 2008

TO: Senate Standing Committee on Curriculum

FROM: Department of Economics – Sigrid Ewender (Chair)

RE: Revisions of Associate of Arts in Economics program electives

Associate of Arts Program

We are seeking support for the revision of the *Associate of Arts in Economics* degree program. We would like to add a new course option to this program. The new course is *ECON 2255 Globalization in an Economic Framework*. We propose to implement the new curriculum in the Fall semester of 2009. This program change has been approved by the Economics Department, the Social Sciences and Humanities Curriculum Committees, and by the School of Business Curriculum Committee.

Rationale and Support

Economics is a broad field that covers many areas including microeconomics, macroeconomics, economic theory, international economics, and globalization. The field of international economics, which includes the area of globalization, has become more prominent in recent years and gained much in popularity. To better meet the needs of our students, to provide them with more options and a more seamless course progression, the department of economics has agreed to add an additional second year course to this program. Accordingly, the department passed a motion to include ECON 2255 as one of the economics choices in Group C. Now students can choose between ECON 2260, ECON 2280, and ECON 2255. The department is planning to offer at least one of the three courses on each campus during the Fall and Spring semesters.

This program change meets all conditions required for the Associate of Arts degree format.

Revision: Please note the addition of ECON 2255 (appears in bold letters)

Before Revision	After Revision
<p>Within the <u>framework of the Associate of Arts degree</u>, you must complete at least 60 credits with a minimum grade of C in each course including the following:</p> <p>All of:</p>	<p>Within the <u>framework of the Associate of Arts degree</u>, you must complete at least 60 credits with a minimum grade of C in each course including the following:</p> <p>All of:</p>
<ul style="list-style-type: none"> ▪ <u>ECON 1150</u> Principles of Microeconomics ▪ <u>ECON 1250</u> Principles of Macroeconomics ▪ <u>ECON 2210</u> Money & Banking ▪ <u>ECON 2350</u> Intermediate Microeconomics I ▪ <u>POLI 1125</u> Introduction to Political Science ▪ <u>POLI 2150</u> International Political Science ▪ <u>SOCI 1125</u> Introduction to Sociology ▪ <u>SOCI 2260</u> Research Methods in Sociology 	<ul style="list-style-type: none"> ▪ <u>ECON 1150</u> Principles of Microeconomics ▪ <u>ECON 1250</u> Principles of Macroeconomics ▪ <u>ECON 2210</u> Money & Banking ▪ <u>ECON 2350</u> Intermediate Microeconomics I ▪ <u>POLI 1125</u> Introduction to Political Science ▪ <u>POLI 2150</u> International Political Science ▪ <u>SOCI 1125</u> Introduction to Sociology ▪ <u>SOCI 2260</u> Research Methods in Sociology
<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>ECON 2260</u> Environmental Economics ▪ <u>ECON 2280</u> Labour Economics 	<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>ECON 2260</u> Environmental Economics ▪ <u>ECON 2280</u> Labour Economics ▪ <u>ECON 2255</u> Globalization in an Econ Framework
<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>MATH 1120</u> Differential Calculus ▪ <u>MATH 1130</u> Calculus for Life Sciences 1 ▪ <u>MATH 1140</u> Calculus 1 (Business Applications) 	<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>MATH 1120</u> Differential Calculus ▪ <u>MATH 1130</u> Calculus for Life Sciences 1 ▪ <u>MATH 1140</u> Calculus 1 (Business Applications)
<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>ACCT 1230</u> Business Statistics ▪ <u>MATH 2315</u> Probability and Statistics ▪ <u>MATH 2341</u> Introduction to Statistics for Business ▪ <u>PSYC 2300</u> Applied Statistics (prerequisite condition) 	<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>ACCT 1230</u> Business Statistics ▪ <u>MATH 2315</u> Probability and Statistics ▪ <u>MATH 2341</u> Introduction to Statistics for Business ▪ <u>PSYC 2300</u> Applied Statistics (prerequisite condition)
<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>PHIL 1145</u> Critical Thinking ▪ <u>PHIL 1150</u> Basic Logic ▪ <u>PHIL 1155</u> Scientific Reasoning 	<p>One of:</p> <ul style="list-style-type: none"> ▪ <u>PHIL 1145</u> Critical Thinking ▪ <u>PHIL 1150</u> Basic Logic ▪ <u>PHIL 1155</u> Scientific Reasoning

ASSOCIATE OF ARTS IN ECONOMICS

Approved by Education Council Mar. 26, 2007

60 semester credit hours of first and second year courses.

These must include a minimum of 21 credits in Arts at the second-year level taken in two or more subject areas.

SPECIFIC REQUIREMENTS

1. Six credits in first-year English

2. Nine credits in Science which shall include at least:

A. Two courses chosen from the following:

- One of MATH 1120 or MATH 1130 or MATH 1140
- One of ACCT 1230 or MATH 2315 or MATH 2341 or PSYC 2300 or SOCI 2365

B. One course chosen from the following lab sciences:

- ANTH 1125 *
- ANTH 1212 *
- ASTR 1100
- BIOL 1110
- BIOL 1112
- BIOL 1210 or higher
- CHEM 1101
- ENVI 1112 *
- GEOG 1110
- GEOG 1120
- GEOG 2310
- GEOG 2320
- GEOG 2330
- GEOL 1210
- PHYS 1100

***Note**

Does not fulfill the science requirement at Kwantlen or elsewhere for Science majors.

3. 36 credits in Arts, which shall include:

- A. Six credits in the Social Sciences (Anthropology, Criminology, Economics, Geography, Political Science, Psychology or Sociology)

ECON 1150 and ECON 1250

- B. Six credits in Humanities (Creative Writing, Fine Arts, French, German, History, Humanities, Japanese, Linguistics, Mandarin, Music, Philosophy, Punjabi or Spanish)

One of:

PHIL 1145 or PHIL 1150 or PHIL 1155

plus one 3-credit elective from Humanities

- C. 24 additional credits in Arts

ECON 2210 and ECON 2350 and POLI 1125 and POLI 2150 and SOCI 1125 and SOCI 2260 and one of (ECON 2260 or ECON 2280 **or ECON 2255**)

and one 3-credit elective from Social Sciences or Humanities

4. Nine credits in Arts, Science, or other areas

Regarding course numbering, please note: With the exception of all Adult Basic Education (ABE), Post-Secondary Program Readiness (PSP) courses, and ENGL 1099, MATH 1092, MATH 1093, CHEM 1094, courses numbered 1000-1999 are primarily first year courses. Courses numbered 2000-2999 are primarily second year. Students may follow this as a guideline when choosing their courses for the Associate of Arts degree. However, there are some exceptions to this rule.

Below is a list of 1000 level courses that may be used for second year credit.

- ANTH 1215 (changing to 2320 effective Sept. 07)
- ANTH 1216 (changing to 2340 effective Sept. 07)
- ANTH 1220 (changing to 2140 effective Sept. 07)
- ANTH 1240 (changing to 2160 effective Sept. 07)
- ANTH 1260 (changing to 2142 effective Sept. 07)
- ANTH 1290
- ANTH 1291
- MUSI 1153
- MUSI 1253
- PHIL 1210
- PHIL 1211
- PHIL 1250
- POLI 2100
- POLI 2420
- POLI 2145
- POLI 2147
- POLI 3240
- SOCI Any 1200 level course or higher

TRANSFER

Students can apply to the third year of Kwantlen's Bachelor of Arts degree programs with a completed Associate of Arts degree. SFU, UBC and UNBC also accept all 60 credits of each of Kwantlen's Associate of Arts Degrees. This means that students transferring to any one of these universities are accepted with 60 credits. Standing in a particular department is dependent on meeting any prerequisites or other conditions established by the specific university.

Students with an Associate of Arts degree are admitted to UNBC with priority over other transfer students. SFU will admit students with an associate degree at a reduced CGPA compared to non-associate degree holders.

Students must check transfer status at other receiving institutions, or on-line at **BC Council on Admission and Transfer** at www.bccat.bc.ca

GRADUATION

Upon successful completion of this program, students are awarded an Associate of Arts in Economics.

MEMORANDUM

TO: **Senate Standing Committee on Curriculum (SSCC)**
CC: Shirley Calla, Evelyn May, Ken Hughes, Lucie Gagné
FROM: Barbara Duggan
DATE: 17-Dec-08
SUBJECT: Design and Communications – degrees name changes

At the December 16, 2008 division's Curriculum Committee meeting, the following proposals to change the names of degrees in the division were approved.

Current designation	Proposed designation
Bachelor of Applied Design in Fashion Design and Technology	Bachelor of Design (Fashion and Technology) B.Des. (Fashion and Technology)
Bachelor of Applied Design in Graphic Design for Marketing	Bachelor of Design (Graphic Design for Marketing) B.Des (Graphic Design for Marketing)
Bachelor of Applied Design in Interior Design	Bachelor of Interior Design B.I.D.

Rationale

The word "applied" had created confusion for some of the employers in the design sector. As well, students pursuing post-graduate studies have encountered problems when the degree was looked upon as "para" degree as the word "applied" might suggest. Further the word "applied" is redundant in these areas of study and was used as a result of Kwantlen receiving the mandate to offer applied degrees. Both FASN and GDMA will list their degrees within the umbrella designation of "Bachelor of Design".

Faculty members in the interior design program wish their degree be listed simply as Bachelor of Interior Design as this is the more commonly accepted designation for interior design degrees across Canada and in the U.S.

TO: Senate Standing Committee on Curriculum
C:
FROM: Robert Adamoski, Dean, Social Sciences, and
Linda Schwartz, Dean, Humanities
DATE: December 5, 2008
SUBJECT: Residency Requirements – BA Degrees

In May, 2008, the Social Sciences Curriculum Committee noted that Full Program Proposals for BA majors and minors at Kwantlen contained the following statement concerning a minimum residency requirement:

"Students are normally expected to complete at least 60 credits at Kwantlen University College for a B.A. Degree; however, they may apply for an exemption to this ruling on an individual basis. If such an exemption is granted, then residency may be limited to the last 30 credits."¹

The phrase "...limited to the last 30 credits" seems ambiguous, and it may be advisable to clearly specify the proportion of upper level transfer credits within the core subject area (or discipline) which may be applied toward a BA degree.

The following statement has been approved by the Curriculum Committees of the Faculties of Social Sciences and Humanities, for inclusion in the calendar:

"Students are normally expected to complete at least 60 credits at Kwantlen Polytechnic University for a B.A. Degree; however, they may apply for an exemption to this ruling on an individual basis. If such an exemption is granted, then residency may be limited to **the last no fewer than 30 credits. In any case, at least 50% of the required upper level credits within the subject area must be completed at Kwantlen.**"

1. Note that the blanket residency requirement would remain at 60 credits, with the added specification that at least 50% of required upper level credits within the subject area must be completed at Kwantlen. Exemptions reducing the 60 credit residency requirement would still require approval.
2. Attachments included here outline the credit structure of Kwantlen's BA degrees, and a proposed maximum for upper level transfer credit within the subject area. A comparison with existing provisions at UBC and SFU is included. The blanket residency requirement outlined in this proposal is comparable to these institutions.
3. The proposed language would constitute a revision to the original degree program, and would apply to all BA degrees.

¹ In addition, Policy B. 14 states:

"Each program will determine the amount of PLA or transfer credits required for graduation that will be acceptable for that program, up to a maximum of 75%."

4. Enrolment Services advises that they are able to implement the proposed requirement, on the understanding that it will not limit the number of credits which students can transfer in to Kwantlen, but will instead be applied when students apply to graduate.
5. It is proposed that this clarification be implemented effective September 1, 2009.

Thank you for your consideration of this proposal.

Appendix One

Kwantlen Polytechnic University

Bachelor of Arts – Credit & Transfer Credit Requirements

	Major Program	Minor Program	Double Minor Program	Extended Minor Program
Total Credits	120 credits	120 credits	120 credits	120 credits
Minimum credits in Arts courses	65 credits	65 credits	65 credits	65 credits
Minimum credits of Arts courses at 3000 / 4000 levels	45 credits	45 credits	45 credits	45 credits
Total in major / minor (including upper-level)				
Minimum upper level credits in subject area	30 credits	15 credits	15 credits in each minor	18 credits
Minimum Upper Level Elective Credits	15 credits	15 credits	15 credits	
Minimum Upper Level Elective Credits outside subject area (breadth)	3 credits	3 credits	3 credits	
Maximum No. of Transfer Credits in subject area allowed from an outside institution	15 credits	8 credits	8 credits in each minor	9 credits

Bachelor of Arts – Credit & Transfer Credit Requirements

UBC Bachelor of Arts

	Total credits required to complete Bachelor of Arts degree at UBC	Maximum No. of transferable credits from another institution
Total Upper Level Credits (300- or 400- level courses)	48	24 (50%)
Total Credits in Major discipline	42	21 (50%)
Total Credits in Minor discipline	30	15 (50%)
Total Credits in Major discipline at Upper Level (300- or 400- level courses)	30	15 (50%)
Total Credits in Minor discipline at Upper Level (300- or 400- level courses)	18	9 (50%)

SFU Bachelor of Arts

	Upper division units required in Bachelor of Arts degree at SFU	Maximum No. of transferable credits from another institution
Major Program	30	15
Extended Minor Program <i>(two extended minors in BA degree)</i>	15 (in each of the minors)	8
Minor Program	15	8

Include the following appendices: Appendix A – Internal Consultations; Appendix B – Library Assessment Template; Appendix C - Development & Implementation Timetable. Additional material may also be included as appendices. For information about submitting the completed concept document, please contact the Chair of SSCC.

A. *Originating Group*

1. Internal Developers

Developer:		Faculty:	
Dean:			

Date: _____

If joint educational offering, name of other institution:

Note: Requirements outlined in the joint educational policy must be met before proceeding to full program proposal.

B. *Basic Information*

B.1 Name of proposed program

B.2 Proposed credential to be granted

B.3 Expected length of program (in years):

B.4 Anticipated start date of program:

B.5 Is this a cohort, selective entry, or open access program?

B.6 How many students would you expect to enroll in each year of the program? How will the program be rolled out if you are not using a cohort model?

C. Executive Summary

- C.1 Explain how this concept adheres to principles and priorities as indicated in ministerial, institutional, and academic planning documents. Is this concept supportable and sustainable with existing and/or available resources? [no more than two (2) pages]
-

D. Access (*Degree FPP section 6. Admission and Transfer/Residency*)

- D.1. What entry requirements should applicants be expected to meet? If there are multiple entry points, please specify requirements for each. (A graphic representation of this may be attached as Appendix C) Are entrance requirements appropriate? Are students likely to be successful?
-
- D.2. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).
-
- D.3 Will the structure of the program allow for multiple entry and exit points? (Be specific – use flow charts for clarity)
-

E. Student Profile

- E.1 Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?
-
- E.2. How will the program address the needs of under-prepared students? How will you get these students into a qualifying year?
-
- E.3 How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups? (e.g., gender and/or age imbalance, First Nations) How will the program address these issues?
-

F. Program Description (*Degree FPP section 4. Curriculum/Program Content*)

- F.1 Provide a broad description of the program outcomes, and how this program relates to existing or proposed programs at Kwantlen:
-

F.2 How does the proposed program support existing programs at Kwantlen?

F.3. Identify how the proposed program supports Kwantlen's mission, core values, and strategic objectives?

Please refer to policy L.10 Program Prioritization.

(NOTE: F.3 is not applicable for the academic year of 2008/2009.)

F.4 How will the program ensure educational effectiveness (e.g., retention rates, completion rates, success rates for progression)?

Does the program create opportunities for students to ladder from current programs?

F.5 Describe how the proposed program incorporates co-op placements, work experience, practicum, clinical practice, etc.: (if applicable)

F.6 Does this program include Prior Learning Assessment (PLA) as per *Policy B.14 Credit for Prior Learning*?

F.7 Are current faculty able to deliver the program? If not, how do you plan to address this issue?

(The institution must demonstrate that it has the human resources necessary to develop and deliver a quality degree program. In some cases, it may not be feasible for an institution to hire faculty until it receives program approval. In these cases, the institution should provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the degree level being offered. (Excerpt from DQAB's *Degree Program Review - Criteria and Guidelines*, 2003))

G. Outcomes

G.1 Will this program allow students to continue with further study?

Describe laddering, bridging, or post-credential continuation of education.

G.2 What is the nature of the work students are being prepared for? Include current labour market data that shows a demand for this type of graduate.

H. Consultations (*Degree FPP section 9. Program Consultation*)

H.1 With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback. Refer to Appendix A.

H.2 With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

I. Institutional Resources (*Degree FPP section 8. Program Resources*)

I.1 What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

I.2 Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

J. Costs (to be prepared by Dean/Associate Dean in consultation with developer)

1) What will be the following costs? Please provide accurate estimates.

a) non-recurring start-up costs (e.g., equipment costs/other)

Item	Estimated cost	No of items	Total
Time release required for program & curriculum development.			
Faculty recruitment with research			
Service courses (if applicable)			

b) capital costs (facilities)

Item	Estimated cost	No of items	Total

c) operating costs

	No. of	Estimated cost	Total
Faculty FTE			
Coordination			
Technical support			
Administrative support			
Service support*			
Library (see Library Assessment Template – Appendix B)			
Lab operating costs			
Required service courses**			
Other			
Grand total			

* summarize costs identified in Appendix A Internal Consultations, not including Library costs

** explain required service courses

Signature of dean submitting concept document

Date

Signature(s) of dean(s) providing service courses

Date

J.2 Indicate the specific source(s) of funding for development, both internal and external.

J.3 Indicate the specific source(s) of funding for delivery, both internal and external.

Appendix A Internal Consultations

DEPARTMENT	CONTACT	LOCAL
Academic Departments <i>(Is this concept supported by the department? Will this program have an impact on another program, or vice versa? Have you contacted those departments, and have arrangements been made re service courses? Has the proposal been approved by the Faculty Council?)</i>		
Counselling <i>(support services anticipated for program students, etc.)</i>	Director, Student Development and Success	2467
Registrar Services (Admissions, Records & Graduation) <i>(planning for program admission, registration, impact on scheduling, etc.)</i>	Director, Registrar Services	2463
Enrolment Services <i>(program advising & student loan eligibility;)</i>	Director, Enrolment Services	2474
B.A. Advisor <i>(for B.A. degrees only - verify that program conforms with B.A. Framework)</i>		2009
Enrolment Support & Retention <i>(scheduling and registration)</i>	Director, Enrolment Support & Retention	3230

Information & Educational Technology (IET) <i>(planning re software needs; system capacity and limitations)</i>	Manager of User Support	2390
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Institutional Analysis & Planning	Director	3127
	Via Research Assistant	

Library Services <i>(collections, AV needs, etc)</i> See Appendix B	Librarian	2680
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SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 8.1

PREPARED BY: Dana Goedbloed

Issue

Approval of a policy

Motion:

THAT Senate approve the revisions to policy L.6 Appeals of Academic Decisions.



POLICY

TITLE: Appeals of Academic Decisions

APPROVED BY: Senate

EFFECTIVE: 12 October 1988

REVISED: January 2009

RELATED POLICIES:

B.2 Attendance & Performance in Individualized Continuous Intake Programs

B.7 Attendance & Performance in Semester and Other Term Based Courses

C.8 Plagiarism and Cheating

C.21 Student Conduct

L.7 Minimum Academic Standards for Programs in which Letters Grades are Assigned

Board Governance Appendix E Board Procedures as Final Appeal Board

G.2 Human Rights

Purpose

Kwantlen recognizes that, from time to time, a student may be dissatisfied with an academic decision made by a University employee or may wish to appeal a grade. For this reason, Kwantlen provides an appeal procedure through which these and similar issues may be addressed.

Scope

All Kwantlen Polytechnic University students and employees.

Principles

1. Any University employee whose decision is being appealed at any level of the process must be made aware of the appeal and given the opportunity to state their position. While an appeal is in progress, the original decision will stand.



2. Should the appeal involve allegations of human rights violation (even if the appeal involves other appealable matters), the appeal will proceed directly to the third stage, the Vice President, Academic.

Procedures

The student must attempt, whenever possible, informal resolution with the concerned individual prior to proceeding with a formal appeal in the case of academic decisions or grade appeals. Prior to submitting a formal appeal, the student should consult with a counselor to obtain information and advice on how to proceed.

1. First-Stage Non-Grade Academic Appeal

- a. If informal resolution is not successful, the student should obtain an appeal form from the Enrolment and Registrar Services on any campus and complete it in full. It must contain:
 - i. A written statement of the matter being appealed;
 - ii. A written statement of the solution sought;
 - iii. A brief chronological statement of the circumstances relating to the appeal;
 - iv. Copies of any documents that the student intends to rely on during the appeal hearing;
 - v. Written statements from other people that relate to the appeal.
- b. To initiate the appeal procedure the student must submit the appeal form to the Enrolment and Registrar Services on any campus within twenty (20) working days of the matter giving rise to the appeal.
- c. Upon receipt of the appeal form, the Director (or designate) will either investigate and make a decision to grant or deny the appeal or forward it to the appropriate administrator to investigate and make a decision. The concerned educational personnel will be consulted.
- d. If the Director requires further information from the student, that information must be provided within ten (10) working days of the Director's request or the appeal will be deemed to be permanently abandoned and the original decision will stand.
- e. Once the investigation is completed, the Director (or designate), or other administrator, where applicable, will make a decision to approve or deny the appeal and will record this decision on the appeal form, together with the reason(s), where appropriate. The student will be informed of the decision in writing, with copies of the appeal and the letter sent to the student being returned to the Enrolment and Registrar Services for inclusion in the student's file.

2. First-Stage Grade Appeal

- a. To initiate the appeal procedure the student must submit the appeal form to the Enrolment and Registrar Services on any campus within twenty (20) working days of the matter giving rise to the appeal.
- b. The student must, whenever possible, have the instructor sign off on the attempt to reach informal resolution (refer to the back of the appeal form). The student is then required to state specifically which aspect of his or her work he or she wishes to have reviewed. The student must also provide a written rationale explaining why his/her work merits review. All work returned to the student by the instructor must be submitted with the formal grade appeal.
- c. The dean will notify the faculty member responsible in a timely fashion that a grade appeal has been initiated. The dean will contact the faculty member to ensure that informal resolution with the student had been sought and to verify that the body of work submitted by the student is authentic, accurate and complete. The instructor may be required to submit to the dean all additional course work completed by the student that was not returned to the student, and any additional instructional materials that were provided by the instructor to the student.
- d. Once a formal grade appeal has been forwarded to the dean from the Enrolment and Registrar Services, the dean will decide whether or not adequate merit has been demonstrated for the appeal to proceed. If the appeal proceeds, the dean may decide either to solicit input from independent reviewers or to reach a decision on his/her own. Under most circumstances, the dean will direct independent reviewers, two faculty members from the same or related discipline, to review the student's work in question.
- e. The dean, in consultation with the instructor, will confirm that the merits of the appeal are limited to the re-evaluation of the student's work and do not involve a complaint about instruction received or academic honesty issues. If a complaint about instruction and/or an academic honesty issue is involved, these must be addressed separately as outlined in related policies (C.6 & C.8).
- f. Each of the investigating reviewers is provided with copies of the work the student wishes to have reviewed (retyped, if necessary, to ensure that previous marking and/or grades are not visible). At any point in the review, either reviewer can request to see all of the body of work completed by the student (retyped, if necessary, to ensure that previous marking and/or grades are not visible), but this does not require the reviewer to re-evaluate all of the course work.
- g. Unless there are extenuating circumstances, the reviewers must review the work and arrive at an independent assessment within ten (10) working days of receipt of the appeal package. The reviewers will independently submit in writing the reasons for the grade determination on the re-marked work and forward this to the dean. Neither reviewer will share or discuss this with the other reviewer.
- h. Upon receipt of the assessments from the two reviewers, the dean may consider a grade change. A grade reconsideration may raise the grade, lower the grade, or leave the grade unchanged. That decision shall be final. The Dean will then report to the student in writing

conveying the outcome of the grade appeal, including the reason for the grade change, if applicable. The dean will also inform the instructor of the outcome of the grade appeal.

- i. A student can appeal the decision of the dean to the Appeal Committee only on the basis of alleged unfairness or bias in the process of the Grade Appeal. The Appeal Committee will not attempt to evaluate the academic merits of any course grade. It will deal only with cases of alleged unfairness or bias in the process.

3. Second Stage, Non-Grade Academic Appeals & Grade Appeals

- a. The student has the right to request an appeal of the dean's decision only on the basis of alleged unfairness or bias in the process of the First Grade Stage Appeal. To initiate this step, he or she must so inform Enrolment and Registrar Services within ten (10) working days from the date of the postmark on the letter sent to the parties by the administrator by submitting relevant details in writing, specifically indicating how and why alleged unfairness or bias in the process of the First Stage Grade Appeal has occurred.
- b. Enrolment and Registrar Services will review the student's written submission with the Chair of the Appeal Committee in order to determine if an adequately developed case of alleged unfairness or bias in the process has been presented for consideration by the committee. After this consultation, the student will be informed in writing by Enrolment and Registrar Services whether or not the Appeal Committee will hear the appeal at the Second Stage.
- c. There will be a standing Appeal Committee comprised of the following members:
 - Chair: Student Academic Affairs designate of the Vice President, Academic
 - Voting members: One faculty member (recommended by the academic deans and selected by the Chair)
 - One student member (two students recommended by the KSA, one as a principal member and one as an alternate)
 - One dean or associate dean (selected by the Vice President, Academic)

The Chair will be non-voting except when required to break a tie.

A member of the Committee shall not take part in an appeal where to do so would involve the member of the Committee in a conflict of duty and interest. Members of the Committee will be expected to serve at least one year on the committee. New members will participate in an annual orientation designed and facilitated by the Chair. Replacement of members will be initiated by the Chair, as necessary.

- d. The Chair may, of his or her own volition, or at the request of the student or the person(s) who made the decision being appealed, extend the time limits provided for in these regulations.
- e. **Procedures Prior to the Hearing**
 - i. Upon confirmation by Enrolment and Registration Services that an appeal will be heard at the Second Stage, the Chair will schedule the appeal hearing at the next available

meeting of the Appeal Committee. All other parties to the appeal will also be invited to appear.

- ii. The Chair of the Committee will inform the student in writing of the date of the hearing.
- iii. A student is expected to confirm his or her attendance at the Appeal Committee hearing for which he or she has been scheduled within ten (10) working days from the postmark on the letter. If the student fails to confirm attendance within the ten (10) working days, the appeal will be deemed abandoned. Once attendance is confirmed, if the student is unable to attend, he or she must notify the Chair no later than twenty-four (24) hours prior to the hearing (unless there are extenuating circumstances as reviewed by and acceptable to the Chair). Failure to notify the Chair in a timely manner will result in the appeal being deemed to be permanently abandoned.
- iv. The Chair will circulate copies of material submitted by the student and the person(s) who made the decision being appealed to the members of the Appeal Committee, the student and the person(s) who have made the decision being appealed.
- v. Information from previous semesters may be included if the information is judged to be relevant. The determination of relevance will be left to the discretion of the Chair, who will use the principle of "direct relevance to the current appeal" in his or her determination. All information must be submitted in advance to the Chair.

f. Procedures at the Hearing

- i. Attendance of any party to the appeal may be waived if the party so desires. As the matters discussed are sensitive, proceedings of the Appeal Committee are private. For this reason and because it would inhibit the process, it is the University's practice NOT to allow sound recording of Appeal Committee hearings. Any party may be accompanied by an adviser; however, this individual may not address the committee.
- ii. At the hearing, subject to the rulings of the Committee, the following procedure should be followed:
 - The student may make a verbal statement.
 - Other people who are involved in the appeal may make a verbal statement.
 - Members of the Committee, the student and the person whose decision is being appealed may ask questions of parties to the appeal to clarify the verbal and written information presented to the Committee.
 - The student may make a closing statement.
 - The person whose decision is being appealed may make a closing statement.
 - The student may respond to any matters arising out of the above closing statement to which he or she has not yet spoken.

The Committee may request that it be provided with further information other than that supplied initially by the parties to the appeal. Without limiting this general power, if, after a

hearing, the Committee is of the opinion that it requires further information in order to reach a decision, it may ask that the information be supplied at a further hearing, or that the information be supplied to it in writing. The Committee may also investigate further and consult with individuals as it deems appropriate. All parties must be given the opportunity of commenting on any additional information so supplied before the Committee reaches a final decision.

- iii. The Committee will move to an in-camera session to make a decision on the appeal according to a majority vote. No new information may be introduced at this session. All members present will be bound by the requirement of confidentiality.
- iv. The committee may break during the in-camera session to acquire further information from one of the parties. In these cases, both parties will return to the hearing, and there will be an opportunity for both parties to respond to the further information. The student will make the final statement.
- v. The Committee will render its decision and supporting reasons to the parties orally at the conclusion of the hearing where possible and in writing within ten (10) working days from the date the decision was rendered. Copies of the decision will be sent to Enrolment and Registrar Services and included in the student's file.
- vi. Whether an appeal is granted or denied, the Committee may make recommendations that the Committee sees as a reasonable outcome to the appeal issue.
- vii. Written records of the appeal, a brief summary of the reason(s) for the decision, and documents used will be kept on file.

g. Third Stage

- i. Should the student wish to pursue the matter beyond the decision of the Appeal Committee on the basis of alleged unfairness or bias in the Second Stage Grade Appeal process then he or she can request further consideration of the Vice President, Academic or designate, within ten (10) working days of notification of the decision.
- ii. If the Vice-President, Academic or designate believes there is merit in hearing the appeal at the Third Stage, he or she may conduct a hearing and/or investigation in the manner he or she deems appropriate. The decision of the Vice President, Academic or designate will be final.

[Return to Bylaws & Policies Homepage](#)
[Return to Kwantlen's Home Page](#)

SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 8.2

PREPARED BY: Dana Goedbloed

Issue

Approval of a policy

Motion:

THAT Senate approve the new policy *B.19 General Education in Degree Programs*



TITLE: General Education in Degree Programs

APPROVED BY: Senate

EFFECTIVE: January 26, 2009

REVISED:

RELATED POLICIES:

Purpose/Rationale

To establish General Education requirements in baccalaureate degree programs

Scope

The *General Education in Degree Programs* policy applies to all students admitted to, enrolled in, and graduating from baccalaureate degree programs at Kwantlen Polytechnic University.

Principles

1. To ensure quality baccalaureate degree programs, Kwantlen Polytechnic University will provide sufficient breadth of study across disciplines as well as depth of study in a core discipline.
2. Kwantlen Polytechnic University expects baccalaureate degree students to be able to synthesize and evaluate information, think critically, form reasoned arguments, and communicate effectively.

Limits

1. Individual programs will set General Education credit requirements commensurate with degree level standards and professional practice within peer programs and institutions.
2. General Education requirements in any given baccalaureate degree will correspond with the expectations of relevant approval and professional accreditation bodies.
3. As a receiving institution that admits students with non-degree credentials from other institutions, Kwantlen will continue to offer flexible, program-specific transfer pathways.

PROCEDURES and GUIDELINES

1. Although General Education requirements will vary depending upon the educational focus, demands, and skills requisite to any specific baccalaureate degree program, they normally consist of 24 credits in university studies drawn from at least three academic disciplines across three different Faculties.
2. All baccalaureate degrees must include a minimum of 18 credits of General Education, including, but not limited to, the following:
 - a. 3 credits from a writing-intensive course at the 1100 level or higher,
 - b. 12 credits, outside the core academic discipline, in at least three different academic disciplines; and,
 - c. 3 credits at the 3000 or 4000 level from outside the core academic discipline and Faculty, or from a course developed within the academic discipline and approved by Senate for the purpose of General Education.
3. Details on General Education requirements within specific baccalaureate degrees are available on the program information pages of Kwantlen Polytechnic University's Online Calendar.

DEFINITIONS

1. University Studies

University Studies refers to courses numbered 1100 or higher that may be counted for credit within baccalaureate degree programs.

2. Writing-intensive Course

A writing-intensive course is understood to be one in which writing instruction and recursive practice and assessment are the main focus of the course, such as ENGL 1100.

3. Academic Discipline

Academic discipline is understood to be a distinct subject area or department within a Faculty.

[Return to Bylaws & Policies Homepage](#)
[Return to Kwantlen's Home Page](#)

SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 8.3

PREPARED BY: Dana Goedbloed

Issue

Approval of a committee mandate

Motion:

THAT Senate approve the revised mandate for the Senate Standing Committee on Policy Articulation.

Mandate & Membership

Draft revision, for Senate approval Jan 09

Mandate

Policy may be defined as accumulated standing decisions of governing bodies that regulate, control, and influence matters within spheres of authority. At Kwantlen Polytechnic University, the Senate Standing Committee on Policy Articulation (SSCPA) is a standing committee of Senate. Thus, policy revision will not occur without final approval of Senate. The SSCPA's mandate is as follows:

1. To review and, as necessary, revise policies that fall under the purview of Senate. These policies will be reviewed on periodic cycles of between one and three years.
2. To maintain consistency between policies that fall under the purview of Senate and Kwantlen's mission.
3. To periodically review the SSCPA's mandate and membership.

Membership

1. The Senate Standing Committee on Policy Articulation will be chaired by a member of the committee who is a senator, nominated by the committee and approved by Senate.
2. The Senate Standing Committee on Policy Articulation will be comprised of no fewer than twelve (12) members including:
 - a minimum of one senator;
 - the Vice President, Academic or designate;
 - a representative from Enrolment & Registrar Services;
 - University Secretary or designate;
 - a representative from the Office of Judicial Affairs;
 - one faculty member from each of four Faculties;
 - one Counsellor;
 - one student representative;
 - one staff representative.
3. All representatives will be voting members. Quorum shall consist of 50% of the committee, plus one.

MEETING DATE: Jan. 26, 2009

AGENDA #: 9

PREPARED BY: Carolyn Robertson

Report: Senate Standing Committee on Program Review (SSCPR)

For information:

The Senate Standing Committee met on Wednesday, January 21, 2009. At this meeting, updates on the current reviews were provided and a number of items pertaining to the implementation of the review process were discussed. Current reviews:

- **Bachelor of Applied Design in Fashion Design and Technology** – The external site visit took place on December 4, 2008. The report from the external team is to be received for response within the next month.
- **Bachelor of Arts, Minor in Philosophy** – The self-study report was received by the Program Review team on January 21, 2009. The external site visit is scheduled for February 13th, 2009.
- **Diploma in English Language Studies** – Data has been collected and the writing of the self-study report is in process. A list of candidates for the external team will come forward to the SSCPR in February 2009 and the external site visit will be scheduled for early April, 2009.
- **Access Programs for People with Disabilities** – The framework for the self-study is to be finalized and data will be collected in February/March, 2009.
- **Bachelor of Arts in Psychology and Bachelor of Applied Arts in Psychology** – Data was collected in March 2008 and is currently under review. The selection of the external team will take place in Spring 2009 and the site visit will be scheduled for Fall, 2009.
- **School of Business Programs** – The Application for Recognition of Equivalency is pending. On-line questionnaires are being reviewed.

Discussion included the formation of a subcommittee to review and recommend candidates for the external review teams, the participation of external reviewers in additional activities (for example, presentations for students and faculty), the formal recognition of the Kwantlen self-study team and the external reviewers through the President's office, and the allocation of resources and budget for program review.

The following motions were carried:

Moved by Sooz Klinkhamer, seconded by Mike Coombes, that the SSCPR recommend that the model of two part-time program review facilitator positions be maintained to better serve the process, and that further funding be requested for increased facilitation support.

Moved by Mike Coombes, seconded by Warren Bourgeois, that the procurement of funds for departmental resources be supported in order to support programs carrying out program review and that funding be made available to the support the implementation of some of the recommendations in the final report.

Moved by Kathleen Bigsby, seconded by Mike Coombes, that SSCPR permit external reviewers to engage in additional academic activities while on site provided that there is no additional cost to the program review, that the activities are clearly separate from the program review and not initiated by the self study team, and that no perception of conflict of interest as defined in the SSCPR's guidelines regarding external reviewers will arise from these activities.

MEETING DATE: Jan. 26, 2009

AGENDA #: 9.1

PREPARED BY: Carolyn Robertson

Issue

Approval of an application for program review exemption

Information:

In accordance with *Policy B.12 – Program Review*, the program review process at Kwantlen Polytechnic University involves:

- a. an internal **self-study**, undertaken by program faculty and administration, which systematically reviews and generates a report on program strengths, weaknesses, needs, and recommendations for future quality improvement. The self-study is comprehensive and evidence-based, and includes the use of a broad range of indicators appropriate to the context of the program/unit of study under review.
- b. an **external review**, undertaken by a panel of two external members and one faculty member from a different department at Kwantlen Polytechnic University. This external review includes a site visit and input from students, faculty, staff, administration, and representatives from external stakeholder groups. It will result in a report that identifies strengths and recommendations for future quality improvement.
- c. a **final report**, which includes a summary of the self-study, external review findings, and recommendations for future quality assurance.
- d. an **institutional response** to these findings and recommendations, which includes a mechanism through Senate, via the Senate Standing Committee on Program Review, for receiving, implementing, and monitoring these recommendations.

A number of programs at Kwantlen undergo extensive external accreditation. These external reviews may be comparable to, or exceed, the requirements of Kwantlen's process. In this case, programs may apply to the Senate Standing Committee on Program Review to be recognized for undergoing an equivalent process to that outlined in Policy B.12. Once a program's external accreditation has been deemed equivalent by the committee, it is exempt from undergoing an additional program review for the purposes of Policy B.12 during the five year review cycle required for degrees or seven year review cycle required for diplomas, certificates and citations.

Programs undergoing review by an external accrediting body may apply to the Program Review Committee for full or partial exemption from the program review process. Exemption may be granted where the external accreditation process meets or exceeds the requirements of Kwantlen Polytechnic University's program review process. (Policy B.12 – Program Review)

(Note: Programs will continue to meet the review cycles of the external accrediting bodies if they are required to undergo review prior to the five or seven years deemed by Kwantlen.)

Policy B.12 also requires programs, including those exempt, to submit a final report and action plan to Senate, via the Senate Standing Committee on Program Review. The Dean's office, in consultation with the Provost and Vice President, Academic, will oversee the implementation of the recommendations in the action plan and will provide an update to Senate within one year.

Attached is the *Application for Exemption from Program Review Process for the Bachelor of Science in Nursing*. This application outlines the review undertaken by the Nursing degree program during their external accreditation with the Canadian Association of Schools of Nursing. It provides evidence that the process undertaken for accreditation was equivalent to the review process required in Kwantlen's Policy B.12. The Senate Standing Committee on Program Review has reviewed the application and is in agreement that it meets or exceeds the requirements of Kwantlen's policy. The following motion was carried at the June 25th, 2008 meeting of the Program Review Committee:

Moved by Sooz Klinkhamer, seconded by Dianne Schultz, that the Bachelor of Science in Nursing program has met the criteria for the self-study and external review portions of Kwantlen's program review process for this cycle.

The action plan, submitted by the Bachelor of Science in Nursing, has been accepted by the Senate Standing Committee on Program Review as reflective of the results of the program review. The Committee now recommends that the action plan be forwarded, through Senate, to the Dean of the Faculty of Community of Health Studies and the Provost and Vice President Academic, for implementation and a report back within one year. The following motion was carried at the June 25th, 2008 meeting of the Program Review Committee:

Moved by Kathleen Bigsby, seconded by Denise Dale, that the action plan submitted by the Bachelor of Science in Nursing program addresses the findings of the program review and that the Program Review Committee accepts the action plan as submitted. The Program Review Committee recommends that the action plan go forward for implementation by the Vice President Academic, in conjunction with the Dean responsible for the program. In accordance with Policy B.12, the Dean will provide Education Council with an update within one year.

MOTION:

THAT Senate approve the application for program review exemption for the Bachelor of Science in Nursing program, and endorse the action plan, with the understanding that the Dean of Community & Health Studies will report to Senate within one year on the implementation of the action plan.



Application for Exemption from Program Review Process

For use with pilot exemption applications, 2007-2008

PROGRAM and REVIEW INFORMATION

1. Program Name

BSN Bachelor of Science in Nursing

2. Applicant on Behalf of Program

Name: Jean Nicolson-Church	Signature: <i>Original signed by Jean Nicolson Church</i>
Program/Unit of Study: BSN Bachelor of Science in Nursing	Date: June, 2008
Local: 604-599-2266	Email: jean.nicolson-church@kwantlen.ca

3. External Accrediting Body

Name:
Canadian Association of Schools of Nursing

The accreditation of nursing education programs in Canada is one of CASN's core functions. CASN believes that accreditation promotes excellence in nursing education programs, and is the national accrediting body for nursing education in Canada. CASN has been accrediting undergraduate nursing programs in Schools of Nursing since 1987.

CASN is also a founding member of the Association of Accrediting Agencies of Canada (AAAC) whose definition of accreditation is "the process to determine and to certify the achievement and maintenance of reasonable and appropriate national standards of education for professionals" (AAAC). Accreditation standards are standards of EXCELLENCE.

For further information please see CASN Accreditation-Recognition of Excellence at
<http://www.casn.ca/content.php?sec=5>

4. Date of Accreditation / Review Cycle

Date of most recent accreditation: April 2008	Date of accreditation(s) previously granted: November 2000 CASN (see "Reviewer Summary of School Actions to Previous Board Of Accreditation Recommendations" pp 2-5)
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5. SELF-STUDY COMMITTEE

Name:	Position
Dr. Sharon Andersen	Curriculum Coordinator, BSN (to Dec. 31, 2007)
June Kaminski	Curriculum Coordinator, BSN (from Jan. 1, 2008)
Jean Nicolson-Church	Acting Coordinator, BSN
Judy Lee All BSN Faculty members	Faculty Member

6. EXTERNAL ACCREDITATION TEAM

Name:	Position
Dr. Deborah Tamlyn	Health Consultant, Tamlyn & Associates, Halifax, NS
Dr. Richard Vanderlee	Director, School of Nursing Nippising University, North Bay, ON

7. DATE OF SITE VISIT(S)

Date: Dec. 3 – 6, 2007
Date:

8. SUBMISSION OF FINAL REPORTS

Date: October, 2007
Document Titles: 3. Reviewer Summary of School Actions to Previous Board of Accreditation Recommendations 5a. Kwantlen University College, Faculty of Community and Health Studies Educational Unit 7a. Kwantlen University College, Bachelor of Science in Nursing Program, Nursing Education Program
Author / Submitted by: Bachelor of Science in Nursing Faculty (Primary writer Dr. Sharon Andersen and editor June Kaminski)
Recipient: The Canadian Association of Schools of Nursing

REVIEW PROCESS

1. EVIDENCE that the Accreditation Process has used a review process similar to Kwantlen's

There are 4 broad Criteria that guide the CASN accreditation process:

Relevance: the inter-relationship between the educational unit and nursing education programs' mission and goals of nursing education and how these address current and emerging needs of society and respond to the context within which they operate.

Accountability: the relationships that the educational unit fosters with its partners, its environment, and develops within its learners to value responsibility for professional practice that is safe, ethical and legal.

Relatedness: the inter-connectedness of all components of an educational unit and its nursing education programs thereby promoting achievement of goals.

Uniqueness: the educational unit and its nursing education programs capitalize on having learners develop an appreciation of the unique characteristics of its environments.

These guiding principles of the CASN accreditation process are reflected in the 2005 Accreditation Program:

- the accreditation process is non-prescriptive, flexible and streamlined;
- the accreditation process is a source of ongoing quality improvements in nursing education; and
- the accreditation process aligns itself with provincial regulatory processes.

More specifically, the accreditation program:

- is congruent with CASN's Baccalaureate Position Statement;
- incorporates learning outcomes with the process and structures used to achieve the outcomes;
- measures three levels of outcomes relating to development as a nurse, development as a learner, and development as a professional;
- utilizes a broad Definition of Scholarship Position Statement;
- includes both quantitative and qualitative measures; and
- provides clear definitions of terms used.

Steps in the CASN Accreditation process

1. Self-study Report
External Reviewers' Site visit
2. Verbal Debriefing Report to Dean/Director/Faculty
Review Team gives a verbal report to the Dean(s) or Director(s) and any other appropriate participants
3. Written Review Team Report for Board of Accreditation
4. Written Response from School of Nursing for the Board of Accreditation
5. Verbal Discussion/Teleconference with Board of Accreditation
6. Board of Accreditation Decision Report.
It is only after the Board of Accreditation has had ample opportunity to discuss the Review Team Report and school(s) of nursing response(s) that an accreditation decision is reached.

2. EVIDENCE that the Accreditation process has evaluated content similar to Kwantlen's reviews:

The purpose of CASN accreditation is to encourage excellence in nursing education according to fundamental qualities and standards established by academic nursing to best meet the need of the Canadian population for nursing health care.

Institutional accreditation evaluates the program of an institution and makes a determination for the institution as a whole.

The CASN accreditation model addresses the following three evaluative questions:

- How valid are the purposes and goals of the program, that is, does the function for which students are being prepared relate to the present and future health situation and the type of services demanded?

- Are the various components of a program organized in a manner that facilitates achievement of the purposes and goals?
- What factors influence, support and augment or impede and constrain the development of the program? (Allen, 1977).

Sources of Evidence to Clarify the Criteria

The criteria are used as the framework for evaluating the program. The aim of accreditation is to assess a program at points in time, in relation to the extent to which the qualities of **relevance**, **accountability**, **relatedness**, and **uniqueness** exist in the program. The use of behavioral indicators provides the organizational unit with the opportunity to illustrate how its program achieves the criteria.

Evidence of **relevance** is sought in the mission and goals. Clearly articulated mission and goals provide direction to a program as well as specifying expected outcomes. Ideally, the mission and goals are developed, monitored and changed in relation to societal needs and changes. Follow-up studies of the graduates provide a means of monitoring and evaluating the degree of fit between the program and society.

Evidence of **accountability** is sought in the teaching and practice of nursing: how faculty teach nursing; how students are learning to nurse and how students are nursing; and in the relationships among these indicators. When nursing is characterized as an interactive problem-solving process, teachers are expected to provide conditions which enable students to interact with client situations in a problem-solving way. Accountability is reflected in the approach to this interactive problem-solving process. The focus of accountability is on the students as they learn to nurse. Observations of how students collect data, plan, implement, and evaluate care and the faculty members' role in this process, are needed as evidence to support the degree to which the various indicators were achieved. Evidence of accountability may also be present in the practice and research carried out by faculty members and clinical staff.

Evidence of **relatedness** is present in the relationships among and within the components. Mission and goals provide direction for a program and the teaching of nursing, clinical practice and research, curriculum, and administration should be congruent with the mission and goals as well as with one another. Curriculum should provide an organized, sequential plan for learning. A curriculum has to be assessed not only in relation to the other components but also for internal consistency, for example, to what extent do the various parts of the curriculum relate to one another and build on preceding units? Administration should provide and organize the resources for a program. Communication and decision-making processes are components of administration. Evidence of relatedness shows the extent to which administration provides and organizes the resources to support and promote the various components of a program. (For example, recruitment and deployment of qualified faculty supports the achievement of program goals and provides leadership to facilitate policy and program development.) Data on the extent, nature of and rationale for faculty's involvement in clinical practice, research, and professional activities provides information on the degree of relatedness between this component and the teaching of nursing as well as between this component and administration.

Evidence needed to evaluate the program in relation to the criterion relatedness includes: activities; facilities; the framework and how it provides direction to the curriculum and specific learning experiences; determination of faculty beliefs about and approaches to the teaching of nursing; information on the extent of faculty involvement in research, clinical practice, and professional activities.

Uniqueness is not specific to any one component. It is concerned with the extent to which the program capitalizes on unique characteristics of its setting and resources. For example, behaviours reflecting uniqueness may be displayed in the way administration/faculty/ students respond to inadequate resources, such as insufficient finances, or a dearth of clinical facilities. A faculty would look at characteristics which, to their knowledge, differentiate them from other organizational units of nursing.

Although the criterion of uniqueness is desirable because it encourages creativity and innovation, a program would not be denied accredited status because it did not demonstrate uniqueness.

3. Correlation of Accreditation Report with Inquiry Framework for Program Review	
a. Indicate via a checkmark which of the following elements have been reviewed	
b. Provide a brief rationale for non-evaluation of any of these categories and components	
1.	Quality of Education Design
	• Program Purpose/Intent ✓
	• Curriculum Development and Review ✓
	• Essential Skills ✓
	• Teaching and Learning Methodologies ✓
	• Program Delivery Modes ✓
	• Faculty Qualifications and Currency ✓
2.	Quality of Educational Experience
	• Program Completion and Success Rate ✓
	• Relevance of Education for Further Studies ✓
	• Relevance of Education for Employment ✓
	• Satisfaction with Skills Development ✓ (questionnaires and focus groups provide evidence of student and former student satisfaction and are summarized in the CRNBC report. This report is available for CASN site reviewers to review this evidence.)
3.	Quality of Services, Resources and Facilities
	• Student Satisfaction with Services, Resources and Facilities ✓
	• Faculty and Staff Satisfaction with Services, Resources and Facilities ✓
	(note – services, resources and facilities have been extensively reviewed by the self-study committee. Satisfaction questionnaires were not administered. Resources are assessed extensively in the CRNBC process of recognition as well.
4.	Quality of Program Relationships and Connections
	• Articulation- internal and external ✓
	• Support for Strategic Plan ✓
	• Advisory Committee ✓
	• Public information and marketing ✓
5.	Comparison with previous Program Review or Accreditation ✓

ACTION PLAN

RESPONSE(S) TO findings or RECOMMENDATIONS emerging from the review. Briefly explain the major elements of your program's response to the report, identifying who will lead these responses, and a timeline for their completion. This "action plan" can include specific one-time measures or ongoing continuous improvements.

Do you have plans to modify any of the following: Check all that apply:

Please see CASN Decision Letter

The Kwantlen BSN Program received a five year recognition decision with a condition that an interim report be submitted by June 30, 2010. This report will outline the strategies, activities, and progress to fully meet the identified Educational Unit key elements which include:

- A current and ongoing strategic plan based on vision, mission, values, and goals to guide program delivery and scholarship is developed with clear objectives, outcome indicators, and timelines, particularly in the area of scholarship.
- Through consultation, the executive leader/academic head of the nursing educational unit identifies a means of addressing the financial deficit.
- That the unit examine the level of morale and communication issues identified as vulnerabilities with the Kwantlen nursing faculty team to ensure the climate reflects a more optimistic vision.
- We encourage that teams, partnerships, and relationships be developed to foster opportunities, innovations and synergy, particularly in the area of scholarship of discovery.
- We recommend admissions be based on academic requirements.
- That the long range strategic plan be developed to ensure the quality of the program is sustained.
- Formalize by integrating societal and cultural trends into the strategic plan.
- Benchmarking be integrated into the strategic plan. For example, X number of faculty members will be Principal Investigators on externally funded research projects.
- Actively pursue scholarship of discovery beyond doctoral studies.
- Map curriculum philosophical foundations, meta-concepts and themes as described in the curriculum overview, and articulate the web design. Clearly map concepts from nursing and other related disciplines.
- Develop Kwantlen-specific tools to reflect the uniqueness of the program.
- Evaluation reflects all curriculum elements and is perceived as fair by all students.

*all citations refer to the CASN accreditation program report

Date(s): June 24, 2008

SENATE

MEETING DATE: *January 26, 2009*

AGENDA #: *10.2*

PRESENTED BY: *Joel Murray*

ISSUE:

George C. Wootton Award

**FOR
INFORMATION:**

The George C. Wootton is presented at one Convocation Ceremony per year. The Tributes Committee recommends that Senate confirm this award to align with the process of Senate approval.

Name: **George C. Wootton Award**

Description: **Graduation Award** - In recognition of George Wootton's outstanding dedication, service and contributions to the community college system, the Kwantlen Board of Governors has established an award fund in his name.

Selection Criteria: The recipient must have achieved significant academic success but need not have the best overall achievement. Contribution to the community and/or Kwantlen extracurricular or voluntary activities must be considered equally with academic success. (Provide supporting documentation). All students are eligible regardless of program. In the event of a tie, the student with the most significant improvement will be given preference.

Amount: \$500 **Application Deadline:** April 30, 2009

The George C. Wootton Award is presented at Spring Convocation.

Selection Process: Selected by Student Awards office/ Scholarships & Awards Selections Committee

Application Method: Graduation Award Application

Apply To: Student Awards Office

Accept Applications?: Yes

Application Requires Additional Documentation?: Yes

FOR APPROVAL: **THAT Senate confirms the George C. Wootton Award.**

Graduates for Senate Approval

SENATE MEETING: Monday, 26-Jan-2009

Graduates from the Faculty of Business

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Jinky Arado
Ayca Aziz
Leah Danielle Colliar
Kelly James Cunningham
Rachnish Swastika Devi
Jatinder Singh Dhaliwal
Chantelle Michele Donaldson
Sukhjinder Kaur Dosanjh
Amrita Kaur Gill
Namrata Gill
Saba Hamid
Jamil Shiraz Hussein
Bal Kaur Johal
Jasmin Regina Kohl
Wen Wen Lee
Xuesong Li
Kathryn MacAulay
Diana Khanh Boi Hoai Nguyen
Boyu Shih
Nicole Temple Sides

Graduated with Distinction

Kartika Surya Widiawati Subagijo

Bachelor of Business Administration in Entrepreneurial Leadership

Dani-Rae Bennett
Graduated with Distinction
Geoffrey Alexander James Bryant
Amit Michael Singh Deol
Scott Peter Fuller
Parham Golbabai
Megan Dyan Helmer
Lucas Laurentius Lauw
Carli Marina Mauro
Nicole Eileen Parslow

Bachelor of Business Administration in Human Resources Management

Lisa Marie Chow
Robert Brian Johal
Shazma Nazarali

Bachelor of Technology in Information Technology

Cheuk Man Cheung
Jasmit Kandola
Han Lei
Jin Rong Luo
Graduated with Distinction
Sean David Philips
Roham Roshanfekar Fallah
Brian Kwa
Kyle Everette Ward

Diploma

Accounting

Sandeep Singh Basra
Manoj Kumar Bhagirath
Nikhil Bhagwan
Roy Choe
 Graduated with Distinction
Sarah Janine Davies
Pinki Dhillon
Loredana Gabor
Stephanie L. Galay
Amarjit Singh Garcha
Dakshin Indeevara Gunawardana
Pardeep Kaur Hans
Soai Mi Huynh
Rohit Jaswal
Bikramjit Singh Johal
Lee Ann Ibarra Lumagbas
Xi Luo
Amarinder Marock
Steven David Moore
Spencer Andrew Pratt
Susan Amanda Robertson
Sukhdeep Kaur Sidhu
Yen Yen Siu Li Lom
Michaela Marie Witney

Business Administration

Courtney Nancy Carpenter
Gei Nam Chan
Jaspreet Kaur Dhadwal
Alisha Dhiri
Stella Leanna Gutierrez
 Graduated with Distinction
Tam Thi Thanh Lam
Lan Lan
Nok Hang Leung
Rui Ma
Pavanjit Kaur Nijjar
Kanwalvir Singh Sangha
Ping Tang
Kevin Bun Tung
Xi Wan
Nigel Benjamin Wilson
I-Hsiu Wu
Xiaoli Xu

Business Management

Mariam Adel Rizaie
Tajinderpal Singh Aujla
Mandeep Devin Bains
Randy Gurdave Billan
Danielle Colleen Brandner
Nicholas Tex Enemark
Matthew Darren Eng
Kaytlen Anne Fraser

Gurdarshan Singh Mangat
Kulvinder Singh Gill
Candace Lyn Heinz
Cindy E Wern Kok
Nicole Jaqueline Murphy
Grace Mary Pawluk
Rupinder Rattan
Gurjotvir Gorrry Sra
Benson Sun
Troy Douglas Westlake

Computer Information Systems

Mohammad Ali Malik
Justin Kenji Robins
Andrew John Wallwork
Jonathan Gill Yaniv

General Business Studies

Priya Kaur Dhillon
Carly Joan Shantz
Christopher Carl Vogel

Marketing Management

Domenique Busto
Laura Robertson Butcher
Samantha Bernice Chen
John Sidney Chu
Kyle Daniel Darvasi
Li-Ting Feng
Shri Devi Goundar
Brittany Raeann Griffith
Jeremy James Howe
Angela Elyse Jasper
Leida Louise Kanno
Sarah Marie Kenyon
Mustafa Kharadi
Charles David Konopski
Jaryt Wayne Lyons
Kiri Leanne McLeod
Graduated with Distinction
Kristina Maria Milic
Christine Nelson
Kiyoka Onishi
Amanda Louise Ovenden
Samantha Louise Paulson
Cristina Michele Sehn
Graduated with Distinction
Xiao Yan Sun
Trang Ngoc Vu
LiLi Wu

Certificate

Accounting

Hua Chen
Xiu Yan Chu
Alla Fedorets
Yan Hong Guo
Wei Zhang
Graduated with Distinction

Business Management

Nitin Chopra

Jaspreet Singh Mann

General Business Studies

Jeffrey William Ross

Graduates from the Faculty of Community and Health Studies

Baccalaureate Degree

Bachelor of Psychiatric Nursing

William Arthur Fee

Bachelor of Science in Nursing

Harminder Kaur Johal

Diploma

Community Support Worker

Kari-Lynn Cermak

Graduated with Distinction

Certificate

Community Support Worker

Kari-Lynn Cermak

Graduated with Distinction

Graduate Nurse, Internationally Educated Re-entry

Nepha Macasio Alcantara

Jovie Marie Bantiyan Alcayna

Narinderjit Kaur Bains

Racquel Del Ros Biason

Isaac Jr Vizconde Chavez

Ranjit Cheema

Chun Li Chen

Graduated with Distinction

Beantpaul Kaur Dhaliwal

María Lourdes Ferrer

Beant Kaur Gill

Rhea Marte Laureta

Julietta Lustre

Engelene Elmido Macalma

Shirley San Juan Nery

Zenaida Ang Hong Ong

Carmen Ceballos Portillo

Luzviminda Quinsay Ramirez

Ziehl Gapasin Tejano-Tuazon

Graduate Nurse English as an Additional Language

Sung Hee Kim

Alva Korena Baguio Sabate

Graduates from the Faculty of Design and Communications

Baccalaureate Degree

Bachelor of Applied Design in Fashion Design & Technology

Hoi Yan Ng

Diploma

Journalism

Jason Anthony Jung

19 January 2009

Certificate

Fashion Marketing

Niki Tim Yun Chung

Interdisciplinary Design Studies

Erin Michelle Lannan

Graduates from the Faculty of Humanities

Baccalaureate Degree

Bachelor of Arts

Carla Kristen Walsh

Associate Degree

Associate of Arts Degree in Creative Writing

Siddha Alden Bondoc Lagutan

Nancy Ann Sayre

Graduated with Distinction

Associate of Arts Degree in English

Nicolette Marie Ladislaus

Diploma

Fine Arts

Wei-Ting Jacky Chen

Jen-Hao Cheng

Tanya Fay Michelle Paras

Music

Jeremiah Albert De La Pena

Alexis Rossi

Graduates from the Faculty of Qualifying Studies

Diploma

English Language Proficiency

Ling Fu

Rita Sik Leung

Haihong Shang

Yuan Xia Wu

Chao Yu

Citation

Career Practitioner Training

Stephen Hill

Stacey Man-Woh Hung

Career Choices and Life Success

Claudette Carlson

Susan Alma Champion

Ramona J Lencucha

Heather Diana Sharp

Kathryn Lisa Van Zyl

Graduates from the Faculty of Science and Horticulture

Diploma

Environmental Protection Technology

Caron Marie Adderley

Graduated with Distinction

Cynthia Alana Barros

Graduates from the Faculty of Social Sciences

Baccalaureate Degree

Bachelor of Applied Arts in Psychology

Jayson Edward Matchen
Rolie Prasad
Mecala Lyn Thomson

Bachelor of Arts

Janine Laura Abercromby
Suzanne Jeanette Barton
Kyle Thomas Beech
Graduated with Distinction
Wei-Fong Chu
Brian Joseph Chung
Sunjeet Singh Deol
Jessica Vivian Driscoll
Harminder Kaur Dusanj
Derek Matthew Epp
Rachael Anne Finkelstein
Aliya Karim
Stephanie Lynn Kingdon
Barinder Kumar Kohli
Gilian Mayonte Ortillan
Sarah Katie Rigby
Amandeep Kaur Sahans
Ramandeep Kaur Saran
Kim Marie Tulloch
Michelle Susan Vos
Sean James Webber
Amy Lynn Williams

Associate of Arts Degree

Criminology

George Amoako
Carolyn Lee Bauer
Mitchell Thomas Beugelink
Nisse Malia Patricia Bourne
Amanda Nicole Carkener
Daniel Kane Charlebois
Selina Chima
Don Mark Quijano Comia
Brandon James Cowan
Shobha Dhillon
Van Doan
Milad Gerayelou
Vikramdeep Ghuman
Jesse Feilding Hewitt
Shayla Jade Hutchinson
Kevin Singh Johal
Gurcharan Singh Koonar
Amanpreet Kaur Lalli
Ruby-Anne Makowski

Shakti Pawar
Alexandre Claude Poirier
Priyanka Joanne Saldanha
Crystal Jennifer Shirley
Harjot Kaur Sidhu
Mandip Kaur Sidhu
Amrinder Singh Takhar
Justin Kenman Tam
Quyen Thi Vu
Dennis Yiu-Fai Wong

General

Sharinaaz Farokh Bilimoria
Kelly Ann Bradwell
Melissa Lee Goddard
Ashley Kristen Henderson
Stephannie Lynn Moran
Sarah Magdalene Ward

History

Gurjot Kaur Mahal

Political Science

Natassia Kimberley Hanley
Jordan Marin-Noya

Psychology

Jessica Mary Ann Bowen
Kimberly Brennan
Alina Chastny
William Evan Durno
Christine Jeanette Gildenstern
Sofia Goldin
Kimberly Ca-May Goon
Floura Fuad Herbert
Pascale Daniella Jendral
Kevin Michael Kokoska
Kimberley Amanda Malmgren
Priscilla McBeath
Dawn-Leah Lim McDonald
Naomi Lee McKay
Connie Fay Millar
Graduated with Distinction
Nasim Mosallaei
Cindy Hope Parry
Graduated with Distinction
Jessica Narda Saris
Evan William Shiu
Larissa Liane Warkentin

Diploma

Arts

Qian Li
Madison Bess Montgomery
Johnson Truong Nguyen

Criminology

Kwangun An
Jason William Castillo
Sandeep Dhillon
Vanessa Ann Herndier

Alykhan Jamal
Shantel Kyla Lamons
Herman Singh Mahil
Navdeep Singh Sandhu
Davina Sangha
Parminder Singh Sihota

General Studies

Christie Leigh Horne
Yang Lou
Sukhdeep Singh Sekhon

Graduates from the Faculty of Trades and Technology

Certificate

Advanced Farrier Training

Yuka Kubota
Graduated with Distinction
Rebecca Joanne McCreesh
Graduated with Distinction
Danielle Louise Pfeifer
Graduated with Distinction

Welding – Level C

Sean Anthony Boughen
Graduated with Distinction
Markpaul Singh Chohan
Luke John Faggiani
Mark Gileff
Guy Tommas Kermode
James Marvin Handel Klassen
Petter Kuurne
Graduated with Distinction
Nicholas T Lemay
Lance Darrell Loy
Graduated with Distinction
Seth Thomas McBride
Graduated with Distinction
Michael David Murdoch
Graduated with Distinction
William John Edward Schwarz
Brandon Murray Smith
Cash Sylvester
Graduated with Distinction
Chase Sylvester
Graduated with Distinction
Kassandra Jane Taylor

Citation

Computer-Aided Drafting

Abdullah Saied El Dalk
Graduated with Distinction
Caleb Matthew Johnson
Graduated with Distinction

Masonry

Tyler Mihai Bertoncini
Graduated with Distinction
Arnaldo Andres Diaz-Hernandez
Graduated with Distinction

Joey Todd Furugori
Graduated with Distinction
Brady Ryan Lake
Graduated with Distinction
David William Streng
Graduated with Distinction
Keenan Pearce Todd
Graduated with Distinction
Nickolas Russel Dane Williams
Graduated with Distinction

Welding – Level A

Daniel Kenneth Straker
Graduated with Distinction

Graduates from the School of Horticulture

Diploma

Horticulture Technology

Colleen Leslie Neale
Michael Gregory Saunders
Paul Jordan Schlacht

SENATE

MEETING DATE: *January 26, 2009*

AGENDA #: *13.1*

PRESENTED BY: *Takashi Sato*

ISSUE: *Definition of Faculty / Associate Dean*

FOR INFORMATION:

Associate Deans:

It does not appear to be the practice at universities to write down in their documents whether Associate Deans are, or are not, faculty members. One can only conclude that this is generally a non-issue.

The literature appears to use the terms "faculty members" and "members of faculties" interchangeably. Although the first term sparks, for many at Kwantlen, the community college definition (from the *College and Institute Act*),

"faculty member" includes an instructor, librarian, tutor, counsellor, research associate, program co-ordinator or other employee of the institution that a collective agreement between the bargaining agents, as defined in section 1 of the *Labour Relations Code*, for the institution and faculty members specifies to be a faculty member;

when one speaks of "members of faculties," there is little doubt that Deans and Associate Deans belong in the category, and in the case of the Deans, it is made explicit in the *University Act*. If one follows this logic, Associate Deans would be eligible to be nominated for, and vote in, faculty elections. Deans need not be eligible for nomination because they already hold ex-officio positions on Senate. The only question that remains is whether or not Deans can vote in faculty elections. (Generally, the voters list and the list of those eligible to be nominated are one and the same.)

As a local example, at least six of the elected faculty senators on UBC's 91-member Vancouver Senate carry the title "Associate Dean."

Kwantlen Senate's Voting Membership

- Chancellor
- President
- VP Academic
- 8 Deans
- Chief Librarian
- 16 Faculty Members
- 4 Students
- 1 Alumnus/Alumna who is not a faculty member
- 2 Professional Support Staff

MOTION FOR That Senate clarify that Associate Deans are:
DISCUSSION: faculty members, and
eligible to be nominated for, and vote in, faculty elections.

It would follow that faculty senators who are subsequently appointed as Associate Deans would simply retain their senate seats until the expiry of their original terms.

ISSUE:

Revision: Election Rules

FOR INFORMATION:

The following changes to the Election Rules are proposed in order to clarify when a by-election or election occurs if a vacancy arises on Senate.

VACANCIES DURING A TERM OF OFFICE

BOARD

If a vacancy arises on the board because of the death of a member or for another reason before the end of the term of office for which a member has been appointed or elected, the secretary of the board must enter a declaration of the vacancy in the minutes of the board. A declaration is conclusive evidence of the vacancy. If a vacancy exists in respect of an appointed member, the Lieutenant Governor in Council must appoint a person to fill the vacancy. If a vacancy exists in respect of an elected member, it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. This person holds office for the remainder of the term for which the person's predecessor was elected. In the event the seat was filled by acclamation, the appropriate body must elect a replacement as follows. If the seat is declared vacant between the months of February and September, a by-election will take place in the fall to find a replacement. If the seat is declared vacant between the months of October and January and the remainder of the term is less than one year in length, a regular election will occur in the spring and the outstanding months remaining on the vacant term will be added to term of office for the seat up for election. If the remainder of the term is more than one year, a by-election will occur. A vacancy on the board does not impair the authority of the remaining members of the board to act.

SENATE

If a vacancy arises on the senate, the vacancy will be filled, in the case of an appointed member, by the body possessing the power of appointment, or in the case of an elected member, in the manner specified below.

If a vacancy occurs on senate, in the case of an elected member it shall be filled by the candidate who received the most votes among those who were nominated but not elected in the most recent election. In the event the seat

was filled by acclamation, the following steps will occur. If the seat is declared vacant between the months of February and September, a by-election will take place in the fall to find a replacement. If the seat is declared vacant between the months of October and January and the remainder of the term is less than one year in length, a regular election will occur in the spring and the outstanding months remaining on the vacant term will be added to term of office for the seat up for election. If more than one seat is being elected in this grouping, then the candidate who receives the most votes will be awarded the extended term of office. If the remainder of the term is more than one year, a by-election will occur.

The secretary of the senate (the Registrar) must enter a declaration of the vacancy in the minutes of the senate. A declaration under subsection 36(6) is conclusive evidence of the vacancy.

A person appointed or elected to fill a vacancy holds office for the remainder of the term for which the person's predecessor was appointed or elected. A vacancy on the senate does not impair the authority of the remaining members of the senate to act.

Seats filled by acclamation

Vacancy between February & September		By-election
Vacancy between October & January	More than one year remaining	By-election
Vacancy between October & January	Less than one year remaining	Add to term of newly-elected person

FOR APPROVAL: THAT Senate approves revisions to the Election Rules section on Vacancies During a Term of Office.

SENATE

MEETING DATE: January 21, 2009

AGENDA #: 14.1

PREPARED BY: Mary Androsiuk

ISSUE: *Membership: Senate Executive Committee*

FOR APPROVAL: The Senate Nominating Committee recommends the following Senate Executive Committee membership to Senate for approval:

Arvinder Bubber	Chancellor
David Atkinson	President
Dana Cserepes	Vice Chair of Senate
Arthur Coren	Senator / Dean, Faculty of Business
Takashi Sato	Senator / Faculty of Science & Horticulture
Rob Adamoski	Senator / Dean, Faculty of Social Sciences
John Fernando	Senator / Professional Support Staff
Derek Robertson	Senator / Student

FOR INFORMATION: *Mandate & Membership, Senate Executive Committee*

Responsibilities:

- Assists the Chair in setting the Senate meeting agenda.
- Act on behalf of Senate on urgent items of business between regular meetings of Senate. Such actions and decisions must be ratified by Senate at a subsequent meeting of Senate.
- Other duties as assigned by Senate

In addition, Senate annually, at the last regular meeting of the academic year, empowers the Executive to act for Senate on urgent items of regular business during the months of July and August. Notice of any meetings of the Executive held under this authority (except those called for the purposes of the Executive dealing with its own regular business) shall be given to all members of Senate who may attend and vote. Any actions under this authority are reported to Senate at its next meeting.

Membership:

Chair: A voting member of the Committee, nominated by the Committee and approved by Senate

Voting Members:

- Chancellor
- President
- Vice Chair of Senate
- Four Senators, approved by Senate
- One student Senator, approved by Senate

Administrative Support: University Secretariat

Quorum:

When acting on behalf of Senate, quorum shall be two thirds of the voting members.

SENATE

MEETING DATE: *January 21, 2009*

AGENDA #: *14.2*

PREPARED BY: *Mary Androsiuk*

ISSUE: *Membership: Senate Governance Committee*

FOR APPROVAL:: The Senate Nominating Committee recommends the following Senate Governance Committee membership to Senate for approval:

Arvinder Bubber	Chancellor
David Atkinson	President
Dana Cserepes	Vice Chair of Senate
Jan Penhorwood	Senator / Library
Carolyn Robertson	Senator / Faculty of Community & Health Studies
Mazen Gurguis	Senator / Faculty of Humanities
Takashi Sato	Senator / Faculty of Science & Horticulture
Dana Goedbloed	Senator / Dean, Faculty of Trades & Technology
Arthur Fallick	Professional Support Staff
Derek Robertson	Senator / Student
Ex-officio, non-voting:	
Judith McGillivray	
or designate	Vice President Academic
Jody Gordon	
or designate	Registrar

FOR INFORMATION: *Mandate & Membership,*
Senate Governance Committee

Responsibilities:

- Advise Senate on all matters related to the ways it conducts the business of Senate,
its meetings and its proceedings
- Coordinate the work of Senate committees, especially where consultation between
standing committees is required
- Review regularly the by-laws of Senate and recommend revisions to Senate
- Advise Senate on matters related to duties of members and conflict of interest.
- Advise Senate on procedures for the recommendation and selection of
candidates
for president, deans, librarians, the registrar and other senior academic
administrators.
- Advise Senate on matters related to Senate and Board of Governors elections
- Review at least once every three years the configuration of standing committees
of Senate, their membership, terms of reference, and their consultation and
reporting relationships, and propose to Senate any recommendations for change
- Establish such subcommittees as needed to fulfill the Committee's responsibilities
- Other duties as assigned by Senate

Membership:

Chair: A voting member of the Committee, nominated by the Committee and
approved by Senate

Voting Members:

- Chancellor
- President
- Vice chair of Senate
- Four additional Senators, approved by Senate
- One Dean, approved by Senate
- One Professional Support Staff member, approved by Senate
- One student, approved by Senate.

Ex Officio Non-Voting Members:

- Vice President, Academic or designate
- Registrar or designate

Administrative Support: University Secretariat

SENATE

MEETING DATE: *January 21, 2009*

AGENDA #: *14.3*

PREPARED BY: *Mary Androsiuk*

ISSUE: *Membership: Senate Standing Committee on Academic Planning and Priorities*

FOR APPROVAL:: The Senate Nominating Committee recommends the following Senate Standing Committee on Academic Planning and Priorities membership to Senate for approval:

Arvinder Bubber	Chancellor
David Atkinson	President
Joel Whittemore	Senator / Faculty of Business
Wade Deisman	Senator / Faculty of Social Sciences
Sooz Klinkhamer	Senator / Faculty of Design
Stephanie Howes	Senator / Faculty of Community & Health Studies
Brian Carr	Dean / Faculty of Science & Horticulture
Robin Russell	Faculty of Qualifying Studies
Bob Davis	Faculty of Trades & Technology
Paul Tyndall	Faculty of Humanities
Aysha Haq	Professional Support Staff
Heidi Abramyk	Student
Patrick Brouwer	Senator / Student
Ex-officio, non-voting:	
Dana Cserepes	Chair, Senate Standing Committee on Curriculum
TBD	Chair, Senate Standing Committee on University Budget
Judith McGillivray	Provost & Vice President, Academic
Rob Fleming	Associate Vice President, Academic
Kathleen Bigsby or designate	Director, Institutional Analysis & Planning

FOR INFORMATION: *Mandate & Membership,*
Senate Standing Committee on Academic Planning & Priorities

Responsibilities:

- Advise Senate on the mission statement and the educational goals, objectives, strategies and priorities of the University
- Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment, revision or discontinuance of educational programs and other curricular changes requiring Senate approval
- Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the priorities for implementation of new programs leading to certificates, diplomas and degrees
- Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, advise Senate on the establishment or discontinuance of Faculties, Schools, Divisions and Departments of the University
- Following consultation with the Senate Standing Committee on the University Budget, advise Senate on the establishment, revision or discontinuance of research centres, institutes, and research chairs and professorships, and other research-related matters requiring Senate approval
- Following consultation with other relevant standing committees, review and advise Senate on the terms of affiliation, articulation and other contractual agreements with other post-secondary institutions
- Following consultation with the Senate Standing Committee on Curriculum and the Senate Standing Committee on the University Budget, and any other relevant standing committees, advise senate on the number of students that may be accommodated by the university and policies for enrolment management
- Advise Senate on policies and processes for the development, review, implementation and communication of educational plans that support the priorities of the University
- Advise the Senate Standing Committee on the University Budget on the academic priorities for the allocation of funds
- Review the reports and recommendations of the Senate Standing Committee on Program Review and advise Senate on actions
- Establish such subcommittees as needed to fulfill the Committee's responsibilities
- Other duties as assigned by Senate

Membership:

Chair: A voting member of the Committee, nominated by the Committee and approved by Senate

Voting Members:

- Chancellor
- President
- Eight additional members, approved by Senate, at least three of whom shall be members of Senate, selected to ensure that the composition of the Committee reflects the diversity of disciplines at the University.

- One Professional Support Staff member, approved by Senate
- Two students, approved by Senate.

Ex Officio Non-Voting Members:

- Chairs of the following standing committees of Senate: University Budget, Curriculum
- Provost & Vice President, Academic
- Associate Vice President, Research
- Associate Vice President, Academic
- Director, Institutional Analysis and Planning or designate

Administrative Support: University Secretariat

SENATE

MEETING DATE: Jan. 26, 2009

AGENDA #: 15

PREPARED BY: David Atkinson

*For
Information*

Letter to Senate from CoEdCo, Nov. 20, 2008

Council of the Education Councils

December 1, 2008

The Senate
Kwantlen Polytechnic University
12666 – 72nd Avenue
Surrey, BC
V3W 2M8

Dear Senators,

I am writing to you on behalf of all members of the Council of Education Councils (CoEdCo). The recent creation of the new teaching universities raised a question at our October 4th meeting, as to whether these four institutions should continue to participate in the Council of Education Councils. Since its inception in the late 1990's CoEdCo has played an important role in facilitating communication and collaboration on matters of mutual interest among Education Councils across the province. As Chair of the Council I have been authorised by council members, and with the encouragement of the representatives from Capilano, Fraser Valley, Kwantlen and Vancouver Island universities, to write to you underscoring the importance of maintaining that ongoing participation.

Although these institutions have become universities, each in its own way will continue to offer a broad spectrum of programming and credentials other than degrees. Thus there is an advantage to each maintaining connections (at the level of governance) with all other provincial institutions which also offer non-degree programs. Issues such as transferability of degree programs also can profitably be discussed at the CoEdCo table as well as opportunities for collaboration (such as the recently approved Bachelor of Performing Arts degree) clearly outlined in the recent Government Letter of Expectations each institution received this summer.

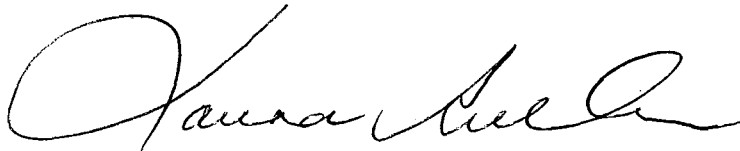
The new universities are still grouped with the colleges and institutes in the operations of AVED whose representative routinely attends CoEdCo meetings. The ministry representative is an important source of insight into the ministry's plans and actions and at the same time becomes more informed of grassroots issues at each institution. Common issues discussed at the CoEdCo meetings have on several recent occasions resulted in changes to ministry processes. Through its active listserv, CoEdCo also serves as an excellent resource for sharing and disseminating information to fellow institutions.

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During the transition to a university, as Chair I have modified the format of CoEdCo meetings to provide the current representatives from the four institutions a chance to meet separately for part of the time to discuss issues unique to them. They and other CoEdCo members recognize that there is also a benefit to be gained from the meeting of the whole and have requested that this opportunity be continued.

I am therefore formally requesting that Kwantlen Polytechnic University continue to send a representative to the CoEdCo meetings that are held twice annually.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Laura Cullen', with a large, stylized initial 'L'.

Laura Cullen, MBA
Chair
Council of Education Councils.

Cc: ✓ Takashi Sato, Senate Chair
Dana.Cserepes, Senate Vice Chair
David.Atkinson, President & Vice Chancellor